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ABSTRACT

The Greater Avenues for Independence (GAIN) program is a comprehensive effort by the state of California to provide education, and employment and support services to eligible welfare recipients. In cooperation with county welfare departments, the California community colleges (CCC) are one of the major systems providing GAIN services to welfare clients. In 1990, a survey was conducted in the CCC system to determine basic information on the scope and nature of GAIN programs during 1989-90. Questionnaires were mailed to the chief executive officer and GAIN contact person at each of the 107 community colleges in California. Study findings, based on an 88% response rate, included the following: (1) the number of program participants systemwide increased to 21,820 in 1989-90, up 40% from the previous year; (2) 68.9% of the GAIN students were female, 60.4% were non-white, and 84% were 25 years of age or older; (3) total GAIN funding for community colleges was $35.6 million in 1989-90, up from $26.6 million in 1988-89; (4) credit average daily attendance (ADA) produced 83% of apportionment dollars for the combined ADA categories; (5) in both 1988-89 and 1989-90, most apportionment-funded instruction for GAIN students was in non-basic skills courses, although basic skills increased from 23% of total ADA in 1988-89 to 32% in 1989-90; and (6) of colleges with GAIN contracts, 72% provided GAIN vocational assessment for county welfare departments. Appendixes provide district-level data and legislative definitions of GAIN services. (JMC)

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GAIN IN THE COMMUNITY COLLEGES

A REPORT ON THE 1989-90 SURVEY ON GAIN PARTICIPANTS AND FUNDING

Chancellor's Office
California Community Colleges

MARCH 1991

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GAIN in the Community Colleges

A Report on the 1989-90 Survey on
Participants and Funding in the
Greater Avenues for Independence Program

March 1991

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Executive Summary

Greater Avenues for Independence (GAIN) is a comprehensive effort by the State of California to provide education, job and support services to eligible welfare recipients. The California Community Colleges are one of the major systems that provide GAIN services to welfare clients in cooperation with county welfare departments. This report provides basic information on the scope and nature of college GAIN programs during 1989-90. Findings fall into three main areas: growth, program and student diversity, and improved information management.

Growth

As we reported after last year's survey, GAIN programs in the community colleges are growing rapidly.

- Colleges reported 21,820 GAIN students in 1989-90, a 40% increase over the previous year.

- Total funding for GAIN in the community colleges increased by more than a third over 1988-89, to $35.6 million. Nearly three-fourths of this amount was generated through Average Daily Attendance (ADA), compared to about half of the total in 1988-89.

- The apportionment (ADA) segment with the fastest growing demand is Additional GAIN ADA, paid for by special General Fund monies set aside by the Legislature. Funded Additional GAIN ADA more than tripled over 1988-89 (to $8.8 million at the Period Two report - a fourth of all community college GAIN funds) and clearly has become a critical revenue source for the program at many community colleges in California.

- The number of GAIN contracts held by community colleges increased since 1988-89. In contrast to apportionment revenues, however, GAIN contract monies declined statewide by about 16 percent. Contracts comprised about 28 percent of all college GAIN revenues in 1989-90, compared to about 44 percent in 1988-89.

Whether the growth trend in the number of GAIN students and in funding will continue is not easy to predict. Despite State budget cuts, colleges

may see increases in GAIN enrollment and in GAIN ADA, as basic skills students already in colleges and those from other institutions move into post-assessment activities. In addition, some counties that were still phasing in the program in 1989-90 will reach full intake capacity in 1990-91, which could increase referrals to colleges.

Program and Student Diversity

The survey results and other Chancellor's Office information show that GAIN in the community colleges is a broadly diverse program in terms of student characteristics, services provided, and funding sources in play.

- Most GAIN students in 1989-90 were female (68.9%), non-white (60.4%), and 25 years of age or older (84%).

- The $35.6 million in 1989-90 community college GAIN revenues represent a diverse set of fiscal resources. These include regular apportionment monies, special apportionment monies (Additional GAIN ADA), and contracts such as Excess Costs, GAIN Services, and contracts funded under the Job Training Partnership Act.

- The majority of instruction for GAIN students funded by apportionment monies has been in non-basic skills courses (68% of GAIN ADA), although an increase in basic skills has occurred since 1988-89. Credit courses generated most of the dollars from GAIN ADA (83% of GAIN ADA revenues) in 1989-90.

- GAIN contracts pay for a variety of services for GAIN students, including such support services as counseling and child care, as well as for services to GAIN participants who are not enrolled as students.

The diversity represented by college GAIN programs is not surprising given the mission of the California Community Colleges and the comprehensiveness of GAIN. Furthermore, community college GAIN programs are serving large proportions of students who traditionally have been underrepresented in higher education. GAIN is a broad-based program that provides a vehicle for California's 107 community colleges to accomplish many of the system's key reform goals.

Improved Information Management

Community colleges have made great strides in the identification and tracking of GAIN students.

- Most colleges provided much more complete data on student characteristics than the year before.

- The number of Excess Costs contracts with county welfare departments rose by more than a third over the prior year; most of these included agreements for the college to report data on GAIN students back to the welfare department.

These improvements are critical to the success of the program. Proper identification and tracking of GAIN participants is essential for recording GAIN ADA, which allows eligible colleges to claim their fair share of Additional GAIN ADA. Moreover, accurate monitoring of GAIN participants allows districts to allocate program resources more appropriately and to more carefully match support services to student needs. Ultimately, successful tracking procedures and coordination with county welfare departments are vital to the continued existence of GAIN in the community colleges.

GAIN IN THE COMMUNITY COLLEGES

A REPORT ON THE 1989-90 SURVEY ON GAIN PARTICIPANTS & FUNDING

PURPOSE

Greater Avenues for Independence (GAIN) is a comprehensive effort by the State of California to provide education, job and support services to eligible welfare recipients. The State's program is at the forefront of a national movement in welfare reform, most recently embodied in the federal Family Support Act of 1988, which created the Job Opportunities and Basic Skills (JOBS) program. Although GAIN was created in 1985 by Assembly Bill 2580 (Chapter 1025, Statutes of 1985), it has been modified to conform to JOBS requirements.

The California Community Colleges are one of the major systems that provide GAIN services to welfare clients in cooperation with county welfare departments. The law requires the Chancellor's Office to foster statewide monitoring of college GAIN programs. While comprehensive statewide data on the implementation of local programs and on GAIN student performance are not available at this time, we do survey colleges annually for descriptive information on GAIN student characteristics, GAIN funding, and contract services. This survey report follows prior reports in March 1988 and March 1990.

This report provides basic information on the scope and nature of college GAIN programs during 1989-90. It also compares current statistics to earlier data collected by the Chancellor's Office in order to illustrate statewide trends. Our analysis of these trends should provide insight to State and local planners who are refining GAIN services. In addition, the data provide a broader perspective for program personnel in colleges and elsewhere who must make daily decisions about their GAIN operations.

METHOD

We mailed questionnaires in April 1990 to the chief executive officer and GAIN contact person at each community college in California. The questionnaire included space for reporting unduplicated numbers of GAIN students who enrolled in the 1989-90 academic year and their ethnicity,

gender, and age at college entry. We also asked colleges to report any contract monies available exclusively for GAIN activities during that fiscal year, regardless of the amount actually expended. Finally, we asked for a listing of the GAIN services specified in the contracts. (Note that these services sometimes are for GAIN participants who may not be enrolled in college, as when a county contracts with a college for GAIN assessment services). Ninety-five of the community colleges in California (88%) responded to the survey.

This report also includes data on average daily attendance (ADA) derived from Chancellor's Office CCFS-320 reports, as well as data from applications for Additional GAIN ADA approved by the Chancellor's Office and the State Department of Social Services. We calculated GAIN revenues from the units of GAIN ADA submitted on the reports, and then added these amounts to the contract funds reported in the survey. These figures allowed us to analyze the entire funding structure for community college GAIN programs.

FINDINGS

Total GAIN Student Enrollment

Eighty-four community colleges in California reported GAIN students for 1989-90, about four-fifths of the 107 colleges in the system. **The total number of such students systemwide was 21,820, an increase of 40 percent over the 15,554 students reported in the 1988-89 survey.** (A GAIN student is defined as a welfare recipient who is registered for GAIN through the county welfare department and enrolled in classes at any time during the year under an active GAIN contract. For survey purposes, this includes students who entered college with an active contract but were later deferred from the program by the county welfare department.)

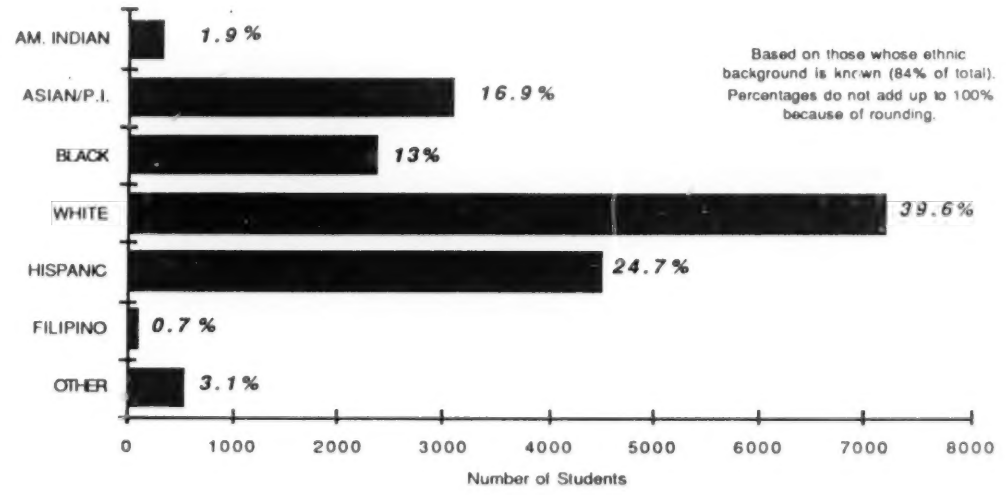
The substantial increase over 1988-89 may relate partly to the fact that some counties moved from the phase-in period for GAIN to full client intake. In addition, enrollment figures may have been influenced by more comprehensive record-keeping at local campuses and by improved communication between colleges and welfare departments. (To the extent that GAIN-student tracking still is incomplete at some locations, the number of students may actually be higher than was reported.) Whatever the reason, known GAIN student enrollment plainly is much greater than in 1988-89.

Age, Gender, and Ethnic Background of Students

Reporting of GAIN student characteristics improved greatly, as many more colleges were able to report ethnic background, age, and gender of their students in the 1989-90 survey. Ethnic background was known for 84 percent of students in 1989-90, compared to only 66 percent in 1988-89; gender was known for 86 percent of students, compared to 67 percent in 1988-89; and colleges reported age for 67 percent of students, compared to only 48 percent in 1988-89. This improved reporting gives us greater confidence that characteristics of the entire college GAIN population resemble those for whom statistics are known. (We cannot describe this population with complete certainty because there are participants attending college who have not been identified as GAIN students in college records, as well as identified students with unreported characteristics.)

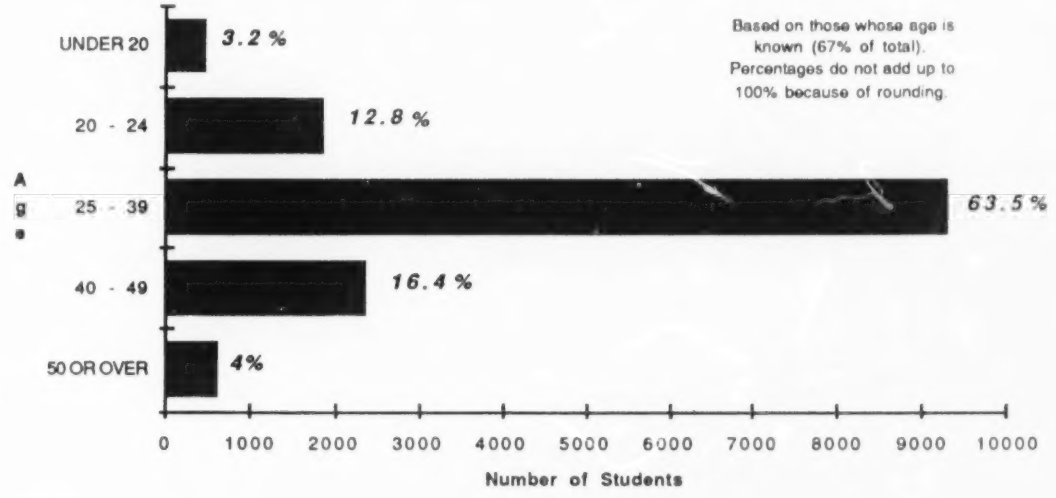
While the numbers of reported students in all demographic categories increased dramatically from 1988-89 to 1989-90, the proportions in the different categories remained similar. **Most GAIN students in 1989-90 were female (68.9%), non-white (60.4%), and 25 years of age or older (84%).** Figures 1-3 display statistics for those students whose characteristics are known. (See Appendix A for district comparisons of student characteristics.)

Figure 1 - Student Ethnic Background 1989-90



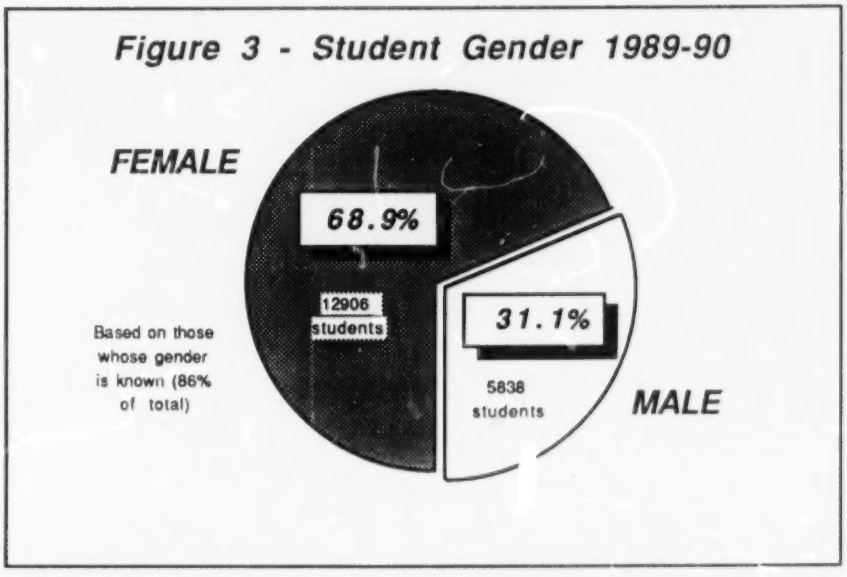
Whites comprised the largest ethnic group (Figure 1) at 39.6 percent of the total, although their numbers declined from the 42 percent reported in 1988-89. Hispanics comprised a fourth (24.7%) of the college GAIN population. Numbers of Asian students reported actually more than doubled between 1988-89 (1438 students) and 1989-90 (3091 students). However, this represents a modest increase in the proportion of Asian students statewide from 14.1 percent in 1988-89 to 16.9 percent in 1989-90.

Figure 2 - Student Age at College Entry 1989-90



The 1989-90 age distribution in Figure 2 looks somewhat different than that for 1988-89, although the total proportion of students 25 years of age or older is nearly identical (84%). The relative size of the 25-39 age group grew from about half of all students whose age was known to almost two-thirds of the total in 1989-90. Conversely, the size of the 40-49 age group declined between the two periods. However, these changes may be the result of more accurate reporting statewide rather than real changes in the GAIN student population.

Figure 3 shows that **more than twice as many women as men were enrolled as GAIN students in 1989-90**, a proportion nearly identical to that of the 1988-89 survey.



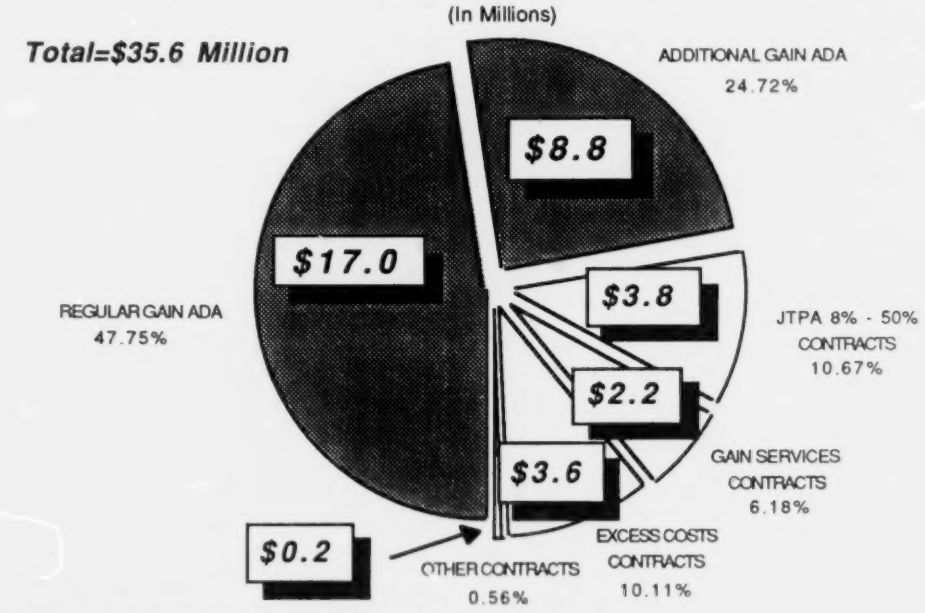
We did not request information on GAIN-eligibility status of students (Mandatory or Voluntary) or their mode of entry into college (Referred or Self-initiated) for the 1989-90 survey. Our experience from last year's survey and from conversations around the state suggest that such data seldom are available or consistent. The new GAIN identifier in the Chancellor's Office Management Information System (MIS) will allow colleges to report such information based on uniform definitions in the MIS Data Element Dictionary. The GAIN identifier is scheduled to be operating systemwide by the spring of 1991. However, colleges depend on counties for basic data on eligibility status and mode of entry; it remains to be seen how many colleges will receive sufficient information from counties to support comprehensive MIS reporting.

Total GAIN Funding

GAIN funds enter community colleges from several sources. The two main conduits are through apportionment of monies from the State's General Fund, expressed in units of ADA, and through local contracts negotiated by college districts. Apportionment funds are further divided into "Regular GAIN ADA" and "Additional GAIN ADA". ADA generated by GAIN students are considered "Regular" until a district reaches its assigned growth cap and GAIN maintenance-of-effort (MOE) threshold; if the GAIN ADA exceeds those limits, a district may apply to the Chancellor's Office and the State Department of Social Services (SDSS) for Additional GAIN ADA funds authorized by the State Budget Act, Section 22. Local contract monies also can be divided into different types. They generally come from State GAIN funds administered by local welfare departments and SDSS or from

Job Training Partnership Act (JTPA) funds administered by JTPA Service Delivery Areas and the State education agencies.

Figure 4 - College GAIN Funding 1989-90



Source: Chancellor's Office GAIN Survey and Period 2 CCFS-320 Reports

All told, GAIN monies in community colleges increased significantly from 1988-89 to 1989-90. Figure 4 illustrates statewide GAIN funding for community colleges in 1989-90. (The figures are for revenues generated by or available for GAIN participants; they do not necessarily reflect actual costs.) **Total GAIN revenues were $35.6 million in 1989-90, up more than a third from the $26.6 million reported for 1988-89.**

Nearly three-fourths of all funds were from State apportionments (ADA-based funds). This is a significant change over the prior year, when ADA monies made up slightly more than half of the funding "pie". **Much of the increase was in Additional GAIN ADA dollars, which more than tripled when compared to the same reporting period for the previous fiscal year.** (The most current ADA figures for 1989-90 at publication time were from the Second Period. To allow for yearly comparisons, all ADA figures in this report are from the Second Period, unless otherwise noted. ADA figures from later in the reporting cycle -

from annual reports or from Recalculations - could be somewhat different.) Additional GAIN ADA made up a fourth (24.7%) of all revenues, compared to a tenth in 1988-89.

In contrast to apportionment revenues, however, GAIN contract monies declined statewide by about 16 percent, from about 44% of all college GAIN revenues in 1988-89 to about 28% in 1989-90. The most significant drop occurred in JTPA 8%-50% contracts, which declined by almost a third, from $5.4 million in 1988-89 to $3.8 million in 1989-90. These JTPA contracts represented a little more than a tenth of all college GAIN revenues in 1989-90, compared to over a fifth the year before.

Apportionment Funds for GAIN

GAIN apportionment revenues have increased as GAIN contract monies declined over the previous year; further examination reveals important trends within that apportionment growth (Figure 5). The ratios of credit to noncredit GAIN ADA and of basic skills to "other" GAIN ADA also illustrate significant aspects of community college GAIN programs (Figures 6 and 7). (See Appendix A for district comparisons of GAIN ADA.)

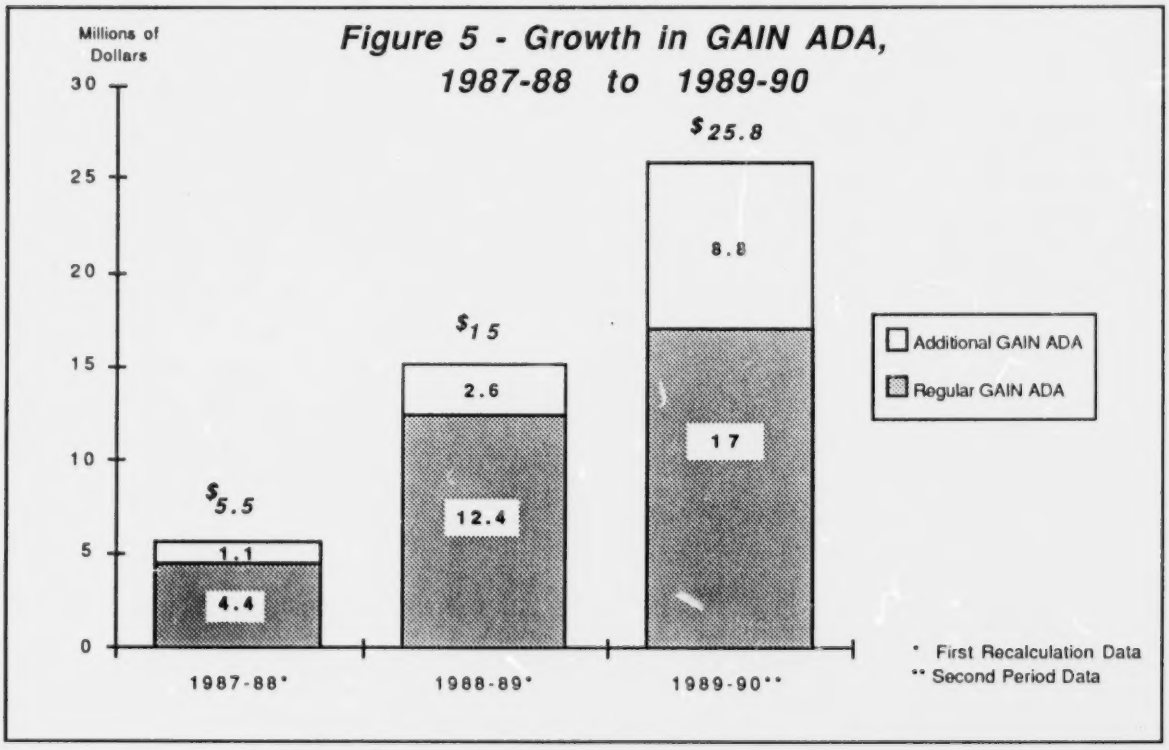


Figure 5 displays the growth in apportionment revenues generated by GAIN students over the past three years. Each year has seen a significant rise in ADA-based funding. **Added together, Regular ADA and Additional GAIN ADA dollars nearly tripled from 1987-88 to 1988-89, then increased 72 percent again the following year.** And during this time, funded Additional GAIN ADA increased twice as fast as Regular ADA - from $1.1 million in 1987-88 to $8.8 million in 1989-90, compared to an increase in Regular ADA from $4.4 million to $17 million.

Figure 6 - GAIN Apportionment Funds 1989-90

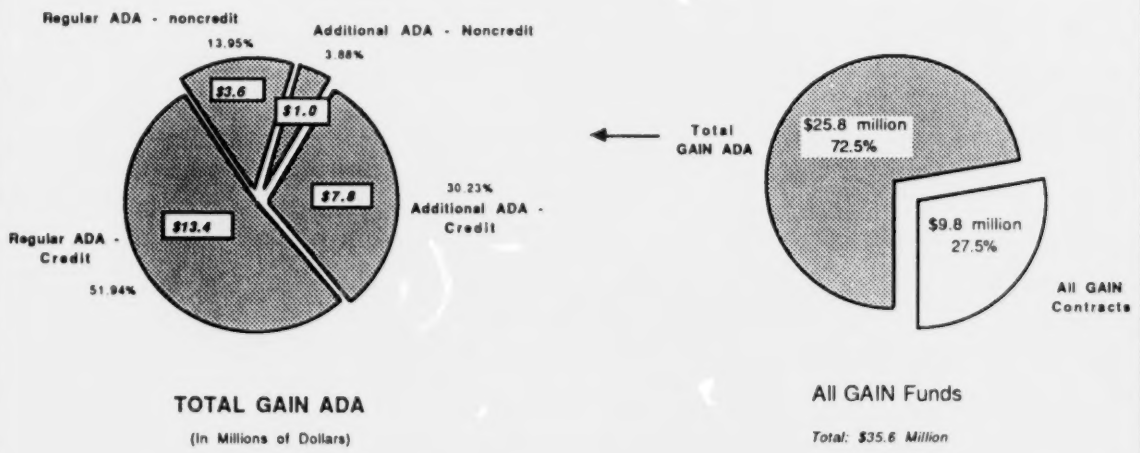


Figure 6 provides a breakdown of the $25.8 million in apportionment funds for 1989-90. The substantial increase in Additional ADA revenues in 1989-90 shifted the make-up of the GAIN apportionment funding structure: these "additional" monies comprised 34 percent of all apportionment in 1989-90, compared to only 17 percent the year before.

Credit ADA produced by far the greatest portion (83%) of apportionment dollars for the combined ADA categories, for a total of $21.3 million. The proportion of credit monies, however, was higher for Additional ADA than for Regular ADA - almost 90 percent ($7.8

million) of Additional ADA compared to about 80 percent ($13.4 million) of Regular ADA.

Figure 7 - Total GAIN ADA for Basic Skills and Other Instruction, 1988-89 and 1989-90

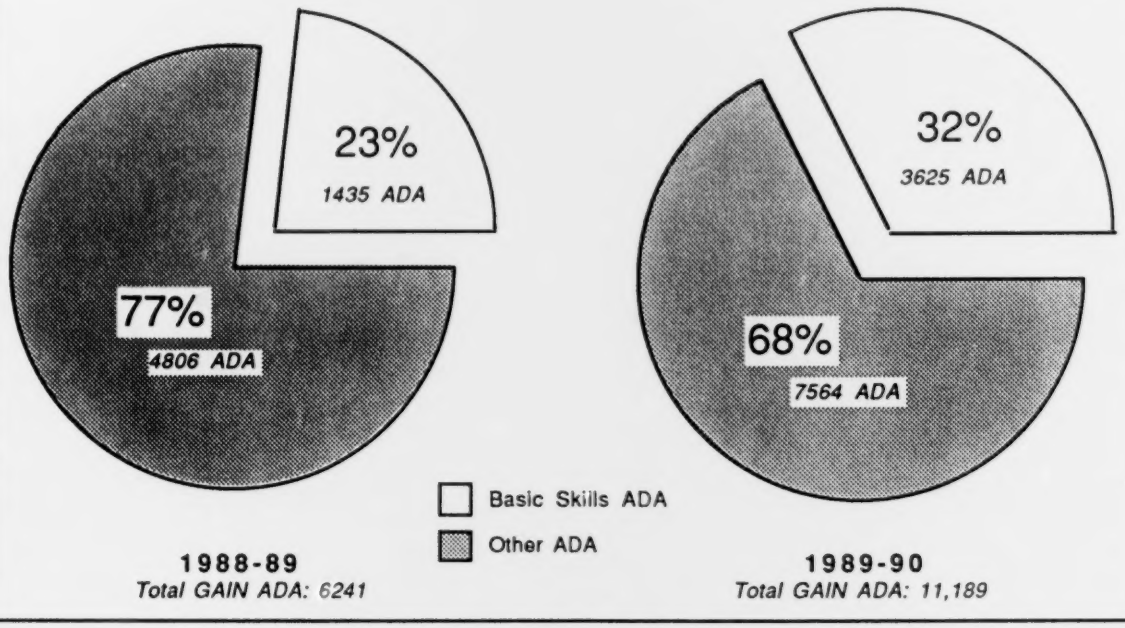


Figure 7 shows that in community colleges overall, the great majority of instruction for GAIN students funded by apportionment monies has been in non-basic skills courses, although an increase in basic skills has occurred. (Note that the units are ADA, not dollars; a chart illustrating dollars would look slightly different, since units of ADA are funded at several rates). **In both 1988-89 and 1989-90, by far the greatest number of instructional hours were generated in courses other than basic skills.** However, the proportion of basic skills ADA shifted from about a fourth (23%) of all GAIN ADA in 1988-89 to about a third of the total (32%) in 1989-90.

Contract Funds for GAIN

Despite the overall growth in community college GAIN funding, GAIN contract monies declined statewide from the previous year, as noted earlier. This occurred even though more colleges held GAIN contracts in 1989-90. In addition, the relative prominence of different types of contracts is shifting statewide. The following charts provide more detailed evidence of these trends. (See Appendix A for district comparisons of GAIN contract funds.)

Figure 8 - GAIN Contract Funds 1989-90

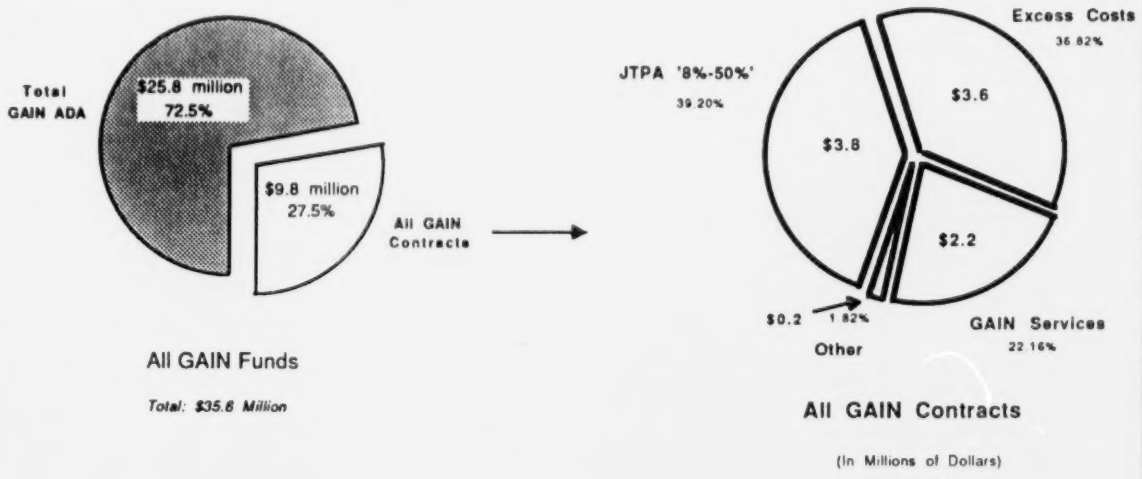


Figure 8 provides a breakdown by major contract categories of the $9.8 million in 1989-90 community college GAIN contract monies. State GAIN funds administered by the welfare agencies to pay for excess costs to colleges or for GAIN services (such as college-based vocational assessment for GAIN participants) accounted for 59 percent of all contract revenues. This is an increase over the 49 percent portion reported in 1988-89. Conversely, the proportion of JTPA "8%-50%" contract monies declined, from 46 percent of all contract funds in 1988-89 to 39 percent in 1989-90.

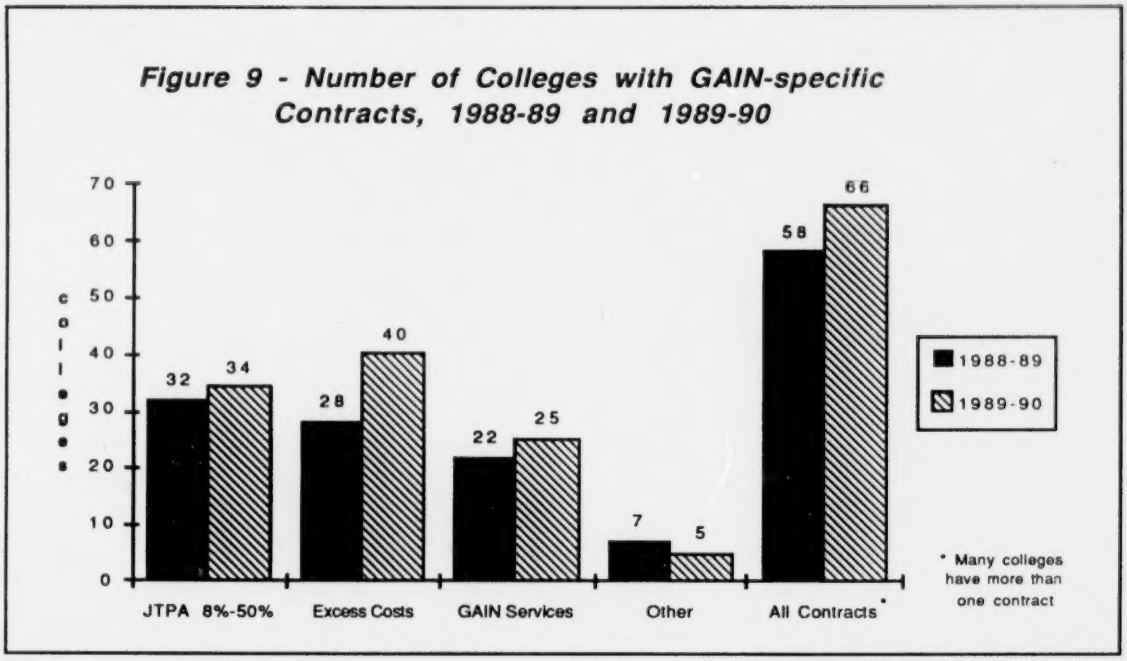


Figure 9 displays the number of colleges with GAIN-specific contracts for the two years. More colleges held GAIN contracts in 1989-90 in all categories except "Other". (Some colleges had several contracts or held joint contracts, so combined totals do not add up to the total for "all contracts").

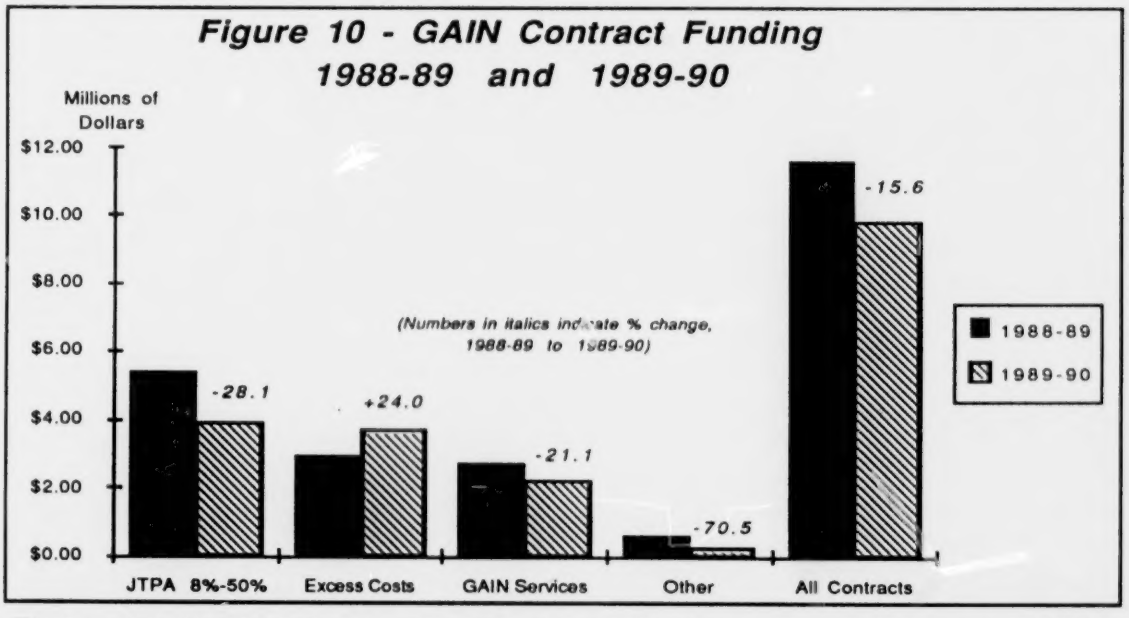


Figure 10 illustrates the change in contract revenues between 1988-89 and 1989-90 for the major types of contracts. Despite the fact that more

colleges held GAIN contracts in 1989-90, **the combined value of those contracts dropped for all except the Excess Costs category,** which rose by 24 percent.

Figure 11 - Median GAIN Contract Value per District, 1988-89 and 1989-90

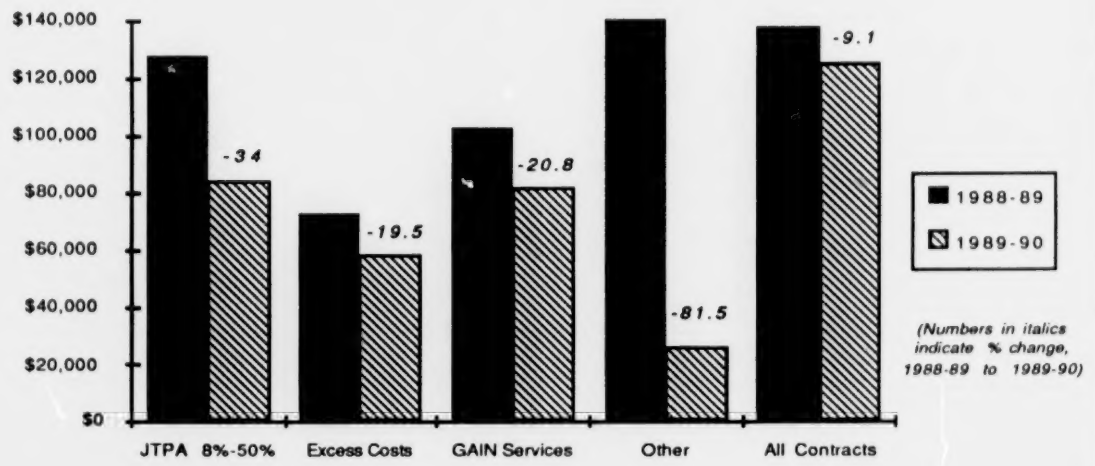


Figure 11 provides further evidence of the decline in GAIN contract values in 1989-90. **Overall, the median amount of contract funds fell 9.1 percent from 1988-89 for those districts with GAIN contracts.** Even Excess Costs contracts declined in median value over the year despite the increase in total Excess Costs revenues, since substantially more colleges held such contracts in 1989-90 (Figure 9).

GAIN Services Provided Under Contract

AB 2580, which created GAIN in 1985, specified the services that counties must make availabie to GAIN participants. These "GAIN services" include job services (such as job-search workshops), education and training services (such as vocational education), and support services (such as child care). (Appendix B provides definitions for all of the GAIN services.) In addition to services funded by ADA, many college districts contract with county welfare departments or local Private Industry

Councils to provide one or more GAIN services. In addition, many colleges have Excess Costs contracts to pay for the "over and above" costs of serving GAIN participants, such as the monitoring of students for the county welfare department.

The 1988-89 GAIN survey found that most of the GAIN services are being provided to GAIN participants in the community college system, either through apportionment funds or on a contractual basis. However, there are no consistent data to tell us how many GAIN participants are involved in these services or how often they are participating. For the 1989-90 survey, we did not request colleges to report overall GAIN service use. However, we did request that colleges report the services specifically required in their 1989-90 contracts. (Contracts that were not GAIN-specific - such as JTPA "78%" contracts that served non-GAIN clients as well as GAIN participants - were excluded from the survey.)

Figure 12 - Three Most Frequently Contracted Services, by Type of GAIN Contract 1989-90

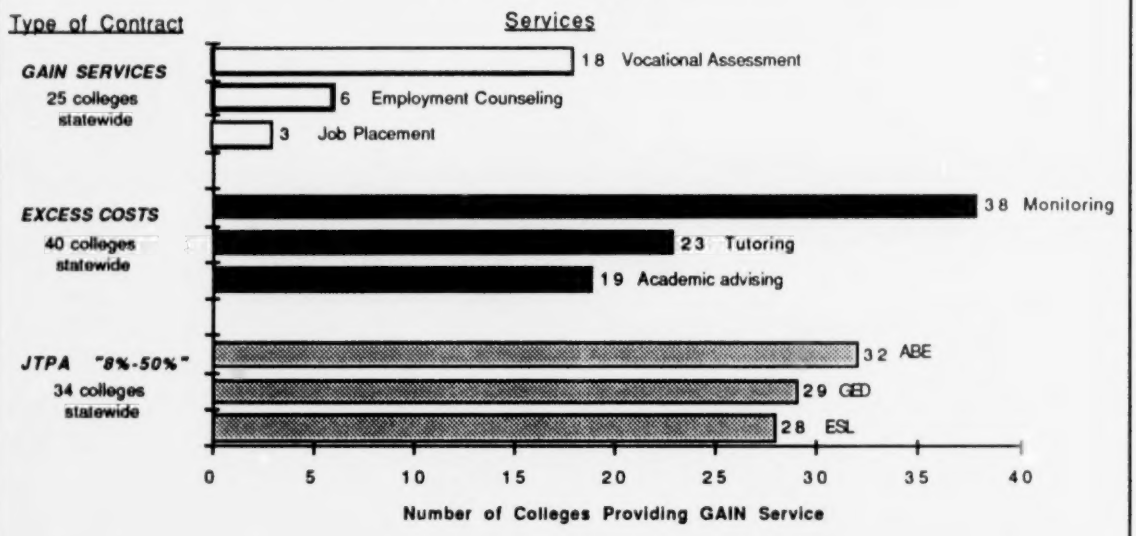


Figure 12 presents the services that colleges most frequently provide in their GAIN contracts. (Note that many colleges have several contracted services, often in multiple contracts.) **Of colleges with GAIN Services contracts, nearly three-fourths (18 out of 25) provide GAIN vocational assessment for county welfare departments.** Nearly all of the 40 colleges with Excess Costs contracts receive monies for monitoring and reporting on students to county welfare departments,

and over half contract for tutoring services to GAIN students. Of the 34 colleges with JTPA 8%-50% contracts, almost all provide a combination of Adult Basic Education (ABE), English-as-a-Second Language (ESL), and General Educational Development (GED) instruction to their students.

PROGRAM TRENDS AND IMPLICATIONS FOR THE FUTURE

GAIN is at a critical point in its development as a comprehensive program to promote full employment. At its inception in 1985, policy makers hoped to bring together complicated and often competing human service systems in an ambitious attempt at welfare reform. Much of the anticipated interagency cooperation has occurred, and GAIN now operates fully in every county in the state. But the program faces renewed fiscal and philosophical pressures, recently illustrated by battles over the State and federal budgets and by Senate Bill 627, former Governor Deukmejian's unsuccessful attempt in the 1990 legislative session to lower costs by curtailing GAIN's education components. In this context, our data suggest some timely observations about directions for GAIN in community colleges in the areas of growth, program and student diversity, and improvements in GAIN information management.

Growth

As we reported after last year's survey, **GAIN programs in the community colleges are growing rapidly.** The 21,820 GAIN students reported statewide in 1989-90 once again represent a substantial increase over the previous year: there were 40 percent more students counted than in 1988-89. The survey does not document the reasons for this growth, but our conversations around the State suggest that it is related to more complete phase-in of the program (particularly in large urban areas) and to better identification of GAIN students in college records. The important point is that many more students have been identified, which potentially affects the distribution of fiscal and support resources within the college system.

The higher numbers of students have contributed to a marked rise in college GAIN revenues. Funding for GAIN in the community colleges increased more than a third overall in 1989-90. However, the mix of revenue sources for GAIN is shifting significantly. Apportionment (ADA-

based) monies have become even more prominent - three-fourths of the total in 1989-90 - while contract revenues have declined statewide. And the apportionment segment with the fastest growing demand is Additional GAIN ADA, paid for by special General Fund monies set aside by the Legislature. Funded Additional GAIN ADA more than tripled over 1988-89. Although colleges vary tremendously in the needs of their students, GAIN service provision, and funding sources in use, **Additional GAIN ADA clearly has become a critical revenue source for the program at many community colleges in California.**

Whether the growth trend in the number of GAIN students and in funding will continue is not easy to predict. Recent State budget cuts will certainly affect the program overall. General Fund monies that support Additional GAIN ADA have been cut, although federal matching funds available to California through the Family Support Act of 1988 may lessen the impact. Likewise, the State Department of Social Services (SDSS) reduced GAIN allocations to county welfare departments by 8 percent in 1989-90, which resulted in the elimination or reduction of new client intake in some places. But colleges nevertheless may still see increases in GAIN enrollment and in GAIN ADA, as basic skills students already in colleges and those from other institutions move into post-assessment activities. In addition, some counties that were still phasing in the program in 1989-90 will reach full intake capacity in 1990-91. This could increase referrals to colleges despite budget cuts.

If the growth in student enrollment continues, more districts will reach their funding cap and GAIN Maintenance-of-Effort limits. By definition, this will make more districts eligible for Additional GAIN ADA monies. The Chancellor's Office is actively working to meet this potential demand as completely as possible.

Program and Student Diversity

The survey results and other Chancellor's Office information show that GAIN in the community colleges is a broadly diverse program in terms of student characteristics, services provided, and funding sources in play. GAIN students come from a wide spectrum of ethnic, gender, and age groups. Likewise, instruction for GAIN students includes large numbers of courses in vocational education as well as in basic skills, and in credit as well as in noncredit classes. Furthermore, GAIN contracts pay for a variety of services for GAIN students, including such support services as

counseling and child care. Contracts also fund services for GAIN participants who are not enrolled as students. (Vocational assessment, for example, may be provided to GAIN participants who are not enrolled in college as well as to enrolled students.) And diversity occurs in the funding sources that support GAIN activities in community colleges: about half the GAIN revenues are in regular ADA, but Excess Costs contracts, GAIN Services contracts, and Additional GAIN ADA comprise significant portions of the funding "pie".

The diversity represented by college GAIN programs is not surprising given the nature of the California Community Colleges and the comprehensiveness of GAIN. GAIN was intended to provide a broad range of education, training and support services to help welfare recipients enter the world of work. These goals correspond closely to the community college mission of meeting the vocational and basic education needs of California's adult population. Furthermore, community college GAIN programs are serving large proportions of students who traditionally have been underrepresented in higher education. This supports the objective of increased student diversity that is explicitly stated in AB 1725, the comprehensive community college reform legislation passed in 1988. **In short, GAIN is a broad-based program that provides a vehicle for California's 107 community colleges to accomplish many of the system's key reform goals.**

Improved Information Management

Community colleges have made great strides in the identification and tracking of GAIN students. The 1989-90 survey and anecdotal evidence suggest that many colleges have improved their communication with county welfare departments as well as strengthened their internal record-keeping procedures for GAIN participants. For instance, most colleges provided much more complete data on student characteristics than the year before. Likewise, the number of Excess Costs contracts with county welfare departments rose by more than a third over the prior year; most of these included agreements for the college to report data on GAIN students back to the welfare department. And although much work still needs to be done, our conversations with college GAIN personnel suggest that self-initiated participants (SIPs) are identified more frequently than in the past.

These improvements are critical to the success of the program. Proper identification and tracking of GAIN participants is essential for

recording GAIN ADA, which allows eligible colleges to claim their fair share of Section 22 monies (Additional GAIN ADA) set aside by the Legislature - a funding source that has become increasingly important, according to our data. Moreover, accurate monitoring of GAIN participants allows districts to allocate program resources more appropriately and to more carefully match support services to student needs. Ultimately, successful tracking procedures and coordination with county welfare departments are vital to the continued existence of GAIN in the community colleges; the information collected is essential to maintain full funding for GAIN's education components.

Full implementation of the Chancellor's Office statewide Management Information System (MIS) will accelerate the improvements in GAIN record-keeping. The MIS includes a GAIN student identifier that will "flag" GAIN students within each district's centralized record system and allow cross-tabulation with other data such as grade-point average, units completed, and so on. The GAIN identifier is scheduled to be operating in all districts by March 1991.

However, the reliability of statistics produced by the MIS depends largely on the ability of colleges to identify their GAIN students in the first place, and cooperation with county welfare departments must occur for that to happen. Despite the greater number of colleges with explicit contracts for GAIN monitoring and other improvements in college-to-welfare-department communication, many localities still lack sufficient arrangements for GAIN student tracking to support comprehensive MIS reporting. Nevertheless, as MIS implementation progresses, we will be able to examine at least partial data on GAIN student performance.

Conclusion

GAIN in the community colleges is a broad-based program that encompasses a diverse range of students, services, and funding sources. It requires close cooperation between colleges and other agencies, especially county welfare departments. The 1989-90 survey indicates that GAIN enrollment and revenues increased dramatically over the previous year, that more colleges now hold GAIN contracts for a wide array of services, and that the identification and tracking of GAIN participants in colleges continues to improve. The survey results and other data demonstrate that GAIN supports many of the statewide policy goals expressed in recent community college reform legislation.

Whether GAIN retains its current focus on the types of broad-based education and training services available in colleges will depend in large part on future political and budgetary battles in the California Legislature and in Congress. Given that context, the current challenge for the Chancellor's Office and for college GAIN programs throughout the state is to document our successful efforts to help GAIN participants get into the job market and off welfare. Then we must use that evidence to maintain a full-service GAIN program and to secure stable funding for the program's long-term operation and success.

APPENDIX A - TABLE 1

CALIFORNIA COMMUNITY COLLEGES
1989-90 GAIN Student Enrollment & Characteristics by District *

DISTRICT	TOTAL	ethnicity								gender			age					
		AI	AS/PI	BLACK	WHITE	HISP	FILIP	OTHER	UNKNOWN	FEMALE	MALE	UNKNOWN	LESS20	20-24	25-39	40-49	50+	UNKNOWN
ALLAN HANCOCK	537	13	4	54	161	210	7	3	85	388	149	--	1	53	358	107	18	--
BUTTE	596	24	81	11	438	22	--	4	16	402	194	--	10	64	423	88	11	--
CABRILLO	88	4	--	5	64	15	--	--	--	84	4	--	1	13	59	14	1	--
CERRITOS	4	--	--	1	2	1	--	--	--	4	--	--	--	1	3	--	--	--
CHAFFEY	466	7	24	71	169	163	4	28	--	349	117	--	9	52	308	82	15	--
CITRUS	2	--	--	--	--	--	--	--	2	--	--	2	--	--	--	--	--	2
COAST	331	--	218	1	69	38	--	5	--	119	212	--	--	4	11	--	--	316
COMPTON	11	--	--	7	--	4	--	--	--	9	2	--	--	--	9	--	2	--
CONTRA COSTA	275	3	15	116	108	28	2	3	--	260	15	--	13	58	179	21	4	--
DESERT	82	1	1	7	15	58	--	--	--	70	12	--	--	--	--	--	--	82
FEATHER RIVER	79	8	--	3	63	5	--	--	--	53	26	--	1	10	61	5	2	--
FOOTHILL-DE ANZA	341	2	63	47	143	52	7	--	27	263	73	5	12	54	194	24	6	51
GAVILAN	104	2	2	--	30	53	--	--	17	95	9	--	2	21	61	11	--	9
GLENDALE	61	--	--	--	--	--	--	--	61	43	18	--	--	--	--	--	--	61
GROSSMONT-CUYAMACA	574	10	24	48	418	62	9	3	--	499	75	--	36	74	391	59	14	--
HARTNELL	409	5	16	12	71	300	5	--	--	301	108	--	33	120	126	126	4	--
IMPERIAL	221	--	1	10	47	162	1	--	--	180	41	--	--	--	--	--	--	221
KERN	393	12	9	45	256	62	2	3	4	233	68	92	4	25	225	44	3	92
LASSEN	168	12	--	3	141	12	--	--	--	71	55	42	3	20	118	26	1	--
LONG BEACH	12	--	2	3	6	1	--	--	--	11	1	--	1	4	7	--	--	--
LOS ANGELES	1422	8	125	626	105	507	--	17	34	1185	237	--	1	6	781	397	141	96
LOS RIOS	361	17	22	67	199	41	1	14	--	266	95	--	--	--	--	--	--	361
MARIN	39	--	9	6	17	4	--	3	--	29	10	--	--	5	26	6	2	--
MENDOCINO	98	4	2	--	91	1	--	--	--	81	17	--	--	10	84	4	--	--
MERCED	945	--	--	--	--	--	--	--	945	--	--	945	--	--	--	--	--	945
MIRA COSTA	398	--	--	--	--	--	--	--	398	--	--	398	--	--	--	--	--	398
MONTEREY	57	--	--	--	--	--	--	--	57	--	--	57	--	--	--	--	--	57
MT. SAN ANTONIO	90	--	--	--	--	--	--	--	90	--	--	90	--	--	--	--	--	90
MT. SAN JACINTO	128	3	10	11	58	23	--	23	--	104	24	--	3	14	96	13	2	--
NAPA	80	--	--	4	59	4	2	8	3	74	6	--	21	20	33	6	--	--
NORTH ORANGE COUNTY	361	1	70	7	50	53	--	--	180	--	--	361	--	--	--	--	--	361
PALO VERDE COLLEGE	87	--	--	--	--	--	--	--	87	--	--	87	--	--	--	--	--	87

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CALIFORNIA COMMUNITY COLLEGES

89-90 GAIN Survey - Student Enrollment & Characteristics by District *

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30-Jul-90

DISTRICT	TOTAL	ethnicity: AI	AS/PI	BLACK	WHITE	HISP	FILIP	OTHER	UNKNOWN	gender: FEMALE	MALE	UNKNOWN	age: LESS20	20-24	25-39	40-49	50+	UNKNOWN
PALOMAR	514	15	22	42	365	56	3	11	--	428	86	--	48	89	324	51	2	--
PASADENA	66	--	2	37	4	23	--	--	--	55	11	--	--	1	39	21	5	--
RANCHO SANTIAGO	475	5	209	23	45	178	1	14	--	270	205	--	4	31	274	116	50	--
REDWOODS	150	--	--	--	--	--	--	--	150	--	--	150	--	--	--	--	--	150
RIVERSIDE	124	--	--	--	--	--	--	--	124	--	--	124	--	--	--	--	--	124
SADDLEBACK	2	--	--	--	1	1	--	--	--	2	--	--	--	--	2	--	--	--
SAN BERNARDINO	10	--	--	--	--	--	--	--	10	--	--	10	--	--	--	--	--	10
SAN DIEGO	1918	20	326	498	297	680	29	39	29	1258	648	12	--	--	--	--	--	1918
SAN FRANCISCO	576	--	--	--	--	--	--	--	576	456	120	--	--	--	--	--	--	576
SAN JOAQUIN DELTA	1344	11	567	135	257	252	13	109	--	595	749	--	72	165	827	215	65	--
SAN JOSE	574	8	209	77	107	157	3	13	--	376	198	--	51	92	327	88	16	--
SAN LUIS OBISPO (CUESTA)	50	--	--	--	--	--	--	--	50	--	--	50	--	--	--	--	--	50
SAN MATEO	187	2	18	63	68	31	4	1	--	92	10	85	--	41	120	26	--	--
SANTA BARBARA	234	--	45	10	106	70	--	3	--	188	46	--	--	9	160	50	15	--
SEQUOIAS	287	6	26	5	139	67	5	39	--	196	90	1	--	--	--	--	--	287
SHASTA	535	--	--	--	--	--	--	--	535	--	--	535	--	--	--	--	--	535
SIERRA	179	2	1	2	136	17	1	20	--	150	29	--	--	33	80	49	17	--
SISKIYOU	103	7	7	9	76	4	--	--	--	75	28	--	--	10	75	15	3	--
SOLANO COUNTY	85	1	1	3	40	9	4	--	27	79	6	--	4	7	65	7	2	--
SONOMA CO.(SANTA ROSA)	542	29	48	28	352	57	1	14	13	391	147	4	29	68	383	47	10	5
SOUTHWESTERN	418	5	11	48	136	192	17	9	--	348	70	--	31	67	284	32	4	--
STATE CENTER	546	13	75	71	201	133	2	25	26	347	173	26	15	64	315	58	8	86
VENTURA	250	1	6	14	101	122	2	4	--	200	50	--	4	44	151	37	14	--
VICTOR VALLEY	577	10	6	46	350	118	1	46	--	342	235	--	8	58	396	81	27	7
WEST HILLS	70	--	1	--	23	45	1	--	--	45	25	--	--	8	45	14	3	--
WEST KERN (TAFT)	113	4	2	--	96	3	--	--	8	94	19	--	--	--	--	--	--	113
WEST VALLEY-MISSION	232	4	45	27	99	46	1	10	--	197	35	--	12	31	171	12	6	--
YOSEMITE	1570	19	557	39	623	259	3	70	--	803	767	--	14	277	901	286	92	--
YUBA	1269	53	209	40	824	118	3	22	--	746	523	--	30	155	819	166	28	61
STATEWIDE TOTALS >>>>	21820	351	3091	2382	7226	4519	134	563	3554	12906	5838	3076	473	1878	9311	2404	593	7151
		1.9%	16.9%	13.0%	39.6%	24.7%	0.7%	3.1%	------	68.9%	31.1%	------	3.2%	12.8%	63.5%	16.4%	4.0%	-----
		% of stdts w/ known characteristics																

*Districts that did not report GAIN students are omitted.

APPENDIX A - TABLE 2

1989-90 GAIN CONTRACT FUNDING BY DISTRICT *

DISTRICT	EXCESS COSTS	JTPA8-50	SERVICES	OTHER	TOTAL
ALLAN HANCOCK	$45,100	$217,498			$262,598
BUTTE		$63,335	$100,000		$163,335
CABRILLO	$15,000				$15,000
CERRITOS			$63,000		$63,000
CHAFFEY	$9,572				$9,572
COAST	$100,361	$49,838			$150,199
COMPTON		$32,920			$32,920
DESERT		$36,472			$36,472
FEATHER RIVER	$5,000	$10,566	$14,400		$29,966
FOOTHILL-DE ANZA	$155,913		$65,475		$221,388
GAVILAN	$36,142				$36,142
GLENDALE	$25,400	$57,623			$83,023
GROSSMONT-CUYAMACA			$128,214		$128,214
HARTNELL		$124,745			$124,745
IMPERIAL			$151,035		$151,035
KERN	$10,600		$88,949		$99,549
LASSEN			$15,000		$15,000
LOS ANGELES	$820,640	$1,311,619			$2,132,259
LOS RIOS			$39,976		$39,976
MENDOCINO	$8,700				$8,700
MERCED	$273,000				$273,000
MIRA COSTA	$68,360	$78,600	$83,800		$230,760
MT. SAN ANTONIO	$34,000	$80,500			$114,500
MT. SAN JACINTO		$28,820			$28,820
NAPA			$17,532		$17,532
NORTH ORANGE COUNTY	$128,572	$96,578	$38,000		$263,150
PALO VERDE COLLEGE	$15,600				$15,600
PASADENA		$180,984			$180,984
PERALTA			$257,912		$257,912
RANCHO SANTIAGO	$197,425	$106,034	$48,500	$15,974	$367,933
RIVERSIDE	$18,670		$81,031	$25,826	$125,527
SAN DIEGO	$717,034	$465,006	$319,697		$1,501,737
SAN FRANCISCO	$175,000	$184,000			$359,000
SAN JOAQUIN DELTA		$180,000			$180,000
SAN JOSE	$155,926				$155,926
SAN LUIS OBISPO (CUESTA)	$7,000	$50,269	$124,538	$47,705	$229,512
SANTA BARBARA	$50,478	$11,620			$62,098
SEQUOIAS	$66,500				$66,500
SHASTA		$77,168	$1,200		$78,368
SIERRA			$105,000		$105,000
SISKIYOU			$49,991		$49,991
SONOMA CO. (SANTA ROSA)	$38,410	$117,950			$156,360
SOUTHWESTERN			$180,589		$180,589
STATE CENTER	$220,321		$138,537		$358,858
VENTURA			$60,000	$70,356	$130,356
VICTOR VALLEY		$93,125			$93,125
WEST VALLEY-MISSION	$79,531			$18,114	$97,645
YOSEMITE		$84,168			$84,168
YUBA	$129,545	$102,569			$232,114
STATEWIDE TOTALS >>>>	$3,607,800	$3,842,007	$2,172,376	$177,975	$9,800,158
	36.8%	39.2%	22.2%	1.8%	100%

* These data represent revenue generated, not actual expenditures, for GAIN-specific contracts only (contracts that also served other clients were excluded from the survey). Districts that did not report GAIN contracts are omitted.

APPENDIX A - TABLE 3

1989-90 GAIN CONTRACT FUNDING BY DISTRICT,
RANKED BY AMOUNT OF CONTRACTS HELD *

DISTRICT	EXCESS COSTS	JTPA8-50	SERVICES	OTHER	TOTAL
LOS ANGELES	$820,640	$1,311,619			$2,132,259
SAN DIEGO	$717,034	$465,006	$319,697		$1,501,737
RANCHO SANTIAGO	$197,425	$106,034	$48,500	$15,974	$367,933
SAN FRANCISCO	$175,000	$184,000			$359,000
STATE CENTER	$220,321		$138,537		$358,858
MERCED	$273,000				$273,000
NORTH ORANGE COUNTY	$128,572	$96,578	$38,000		$263,150
ALLAN HANCOCK	$45,100	$217,498			$262,598
PERALTA			$257,912		$257,912
YUBA	$129,545	$102,569			$232,114
MIRA COSTA	$68,360	$78,600	$83,800		$230,760
SAN LUIS OBISPO (CUESTA)	$7,000	$50,269	$124,538	$47,705	$229,512
FOOTHILL-DE ANZA	$155,913		$65,475		$221,388
PASADENA		$180,984			$180,984
SOUTHWESTERN			$180,589		$180,589
SAN JOAQUIN DELTA		$180,000			$180,000
BUTTE		$63,335	$100,000		$163,335
SONOMA CO. (SANTA ROSA)	$38,410	$117,950			$156,360
SAN JOSE	$155,926				$155,926
IMPERIAL			$151,035		$151,035
COAST	$100,361	$49,838			$150,199
VENTURA			$60,000	$70,356	$130,356
GROSSMONT-CUYAMACA			$128,214		$128,214
RIVERSIDE	$18,670		$81,031	$25,826	$125,527
HARTNELL		$124,745			$124,745
MT. SAN ANTONIO	$34,000	$80,500			$114,500
SIERRA			$105,000		$105,000
KERN	$10,600		$88,949		$99,549
WEST VALLEY-MISSION	$79,531			$18,114	$97,645
VICTOR VALLEY		$93,125			$93,125
YOSEMITE		$84,168			$84,168
GLENDALE	$25,400	$57,623			$83,023
SHASTA		$77,168	$1,200		$78,368
SEQUOIAS	$66,500				$66,500
CERRITOS			$63,000		$63,000
SANTA BARBARA	$50,478	$11,620			$62,098
SISKIYOU			$49,991		$49,991
LOS RIOS			$39,976		$39,976
DESERT		$36,472			$36,472
GAVILAN	$36,142				$36,142
COMPTON		$32,920			$32,920
FEATHER RIVER	$5,000	$10,566	$14,400		$29,966
MT. SAN JACINTO		$28,820			$28,820
NAPA			$17,532		$17,532
PALO VERDE COLLEGE	$15,600				$15,600
CABRILLO	$15,000				$15,000
LASSEN			$15,000		$15,000
CHAFFEY	$9,572				$9,572
MENDOCINO	$8,700				$8,700
STATEWIDE TOTALS >>>>>>>>	$3,607,800	$3,842,007	$2,172,376	$177,975	$9,800,158
	36.8%	39.2%	22.2%	1.8%	100%

* These data represent revenue generated, not actual expenditures, for GAIN-specific contracts only (contracts that also served other clients were excluded from the survey).

APPENDIX A - TABLE 4

1989-90 TOTAL CREDIT & NONCREDIT GAIN ADA BY DISTRICT *

DISTRICT	GAIN ADA		
	CREDIT	NONCREDIT	TOTAL
ALLAN HANCOCK	109.17	11.05	120.22
BUTTE	288.67	5.70	294.37
CABRILLO	81.16	0.00	81.16
CERRITOS	1.34	0.00	1.34
CHAFFEY	33.32	36.39	69.71
COAST	1.33	145.24	146.57
CONTRA COSTA	300.42	0.00	300.42
DESERT	0.00	28.03	28.03
FEATHER RIVER	19.27	0.40	19.67
FOOTHILL-DEANZA	213.99	0.00	213.99
GAVILAN	75.76	0.59	76.35
GROSSMONT-CUYAMACA	279.64	0.00	279.64
HARTNELL	62.39	0.28	62.67
IMPERIAL	0.00	199.12	199.12
KERN	206.59	0.86	207.45
LOS ANGELES	450.02	37.16	487.18
LOS RIOS	265.44	0.00	265.44
MENDOCINO-LAKE	184.55	0.00	184.55
MERCED	387.12	204.64	591.76
MIRA COSTA	97.96	0.00	97.96
MT. SAN ANTONIO	6.05	46.48	52.53
MT. SAN JACINTO	17.61	2.05	19.66
NAPA VALLEY	58.08	0.03	58.11
NORTH ORANGE	0.00	82.95	82.95
PALOMAR	77.07	1.91	78.98
PALO VERDE	25.34	19.99	45.33
PASADENA	0.00	9.87	9.87
RANCHO SANTIAGO	15.55	273.89	289.44
SAN DIEGO	598.24	750.00	1,348.24
SAN FRANCISCO	0.00	130.61	130.61
SAN JOAQUIN DELTA	1,188.04	111.03	1,299.07
SAN JOSE-EVERGREEN	330.00	0.00	330.00
SAN LUIS OBISPO	52.69	0.00	52.69
SAN MATEO	57.66	0.00	57.66
SANTA BARBARA	98.68	35.00	133.68
SHASTA-TE-TR	245.55	13.50	259.05
SIERRA	89.34	0.00	89.34
SISKIYOU	35.91	0.47	36.38
SONOMA	51.47	282.26	333.73
SOUTH COUNTY	44.63	0.00	44.63
SOUTHWESTERN	218.46	0.00	218.46
STATE CENTER	448.81	69.34	518.15
VENTURA	237.43	0.00	237.43
VICTOR VALLEY	56.06	105.00	161.06
WEST HILLS	4.70	2.95	7.65
WEST KERN	40.31	0.78	41.09
WEST VALLEY-MISSION	157.96	2.00	159.96
YOSEMITE	425.85	294.91	720.76
YUBA	621.50	22.51	644.01
STATEWIDE TOTALS	8,261.13	2,926.99	11,188.12

* Numbers are units of Average Daily Attendance (ADA) generated by GAIN students; they do not reflect approved GAIN funding. Districts that did not report GAIN ADA are omitted.

Source: Chancellor's Office 1989-90 Second Period CCFS-320 Apportionment Attendance Report - Annual

APPENDIX A - TABLE 5

1989-90 TOTAL CREDIT & NONCREDIT GAIN ADA BY DISTRICT,
RANKED BY TOTAL GAIN ADA*

	DISTRICT	CREDIT	NONCREDIT	TOTAL
1	SAN DIEGO	598.24	750.00	1,348.24
2	SAN JOAQUIN DELTA	1,188.04	111.03	1,299.07
3	YOSEMITE	425.85	294.91	720.76
4	YUBA	621.50	22.51	644.01
5	MERCED	387.12	204.64	591.76
6	STATE CENTER	448.81	69.34	518.15
7	LOS ANGELES	450.02	37.16	487.18
8	SONOMA	51.47	282.26	333.73
9	SAN JOSE-EVERGREEN	330.00	0.00	330.00
10	CONTRA COSTA	300.42	0.00	300.42
11	BUTTE	288.67	5.70	294.37
12	RANCHO SANTIAGO	15.55	273.89	289.44
13	GROSSMONT-CUYAMACA	279.64	0.00	279.64
14	LOS RIOS	265.44	0.00	265.44
15	SHASTA-TE-TR	245.55	13.50	259.05
16	VENTURA	237.43	0.00	237.43
17	SOUTHWESTERN	218.46	0.00	218.46
18	FOOTHILL-DEANZA	213.99	0.00	213.99
19	KERN	206.59	0.86	207.45
20	IMPERIAL	0.00	199.12	199.12
21	MENDOCINO-LAKE	184.55	0.00	184.55
22	VICTOR VALLEY	56.06	105.00	161.06
23	WEST VALLEY-MISSION	157.96	2.00	159.96
24	COAST	1.33	145.24	146.57
25	SANTA BARBARA	98.68	35.00	133.68
26	SAN FRANCISCO	0.00	130.61	130.61
27	ALLAN HANCOCK	109.17	11.05	120.22
28	MIRA COSTA	97.96	0.00	97.96
29	SIERRA	89.34	0.00	89.34
30	NORTH ORANGE	0.00	82.95	82.95
31	CABRILLO	81.16	0.00	81.16
32	PALOMAR	77.07	1.91	78.98
33	GAVILAN	75.76	0.59	76.35
34	CHAFFEY	33.32	36.39	69.71
35	HARTNELL	62.39	0.28	62.67
36	NAPA VALLEY	58.08	0.03	58.11
37	SAN MATEO	57.66	0.00	57.66
38	SAN LUIS OBISPO	52.69	0.00	52.69
39	MT. SAN ANTONIO	6.05	46.48	52.53
40	PALO VERDE	25.34	19.99	45.33
41	SOUTH COUNTY	44.63	0.00	44.63
42	WEST KERN	40.31	0.78	41.09
43	SISKIYOU	35.91	0.47	36.38
44	DESERT	0.00	28.03	28.03
45	FEATHER RIVER	19.27	0.40	19.67
46	MT. SAN JACINTO	17.61	2.05	19.66
47	PASADENA	0.00	9.87	9.87
48	WEST HILLS	4.70	2.95	7.65
49	CERRITOS	1.34	0.00	1.34
	STATEWIDE TOTALS	8,261.13	2,926.99	11,188.12

* Numbers are units of Average Daily Attendance (ADA) generated by GAIN students; they do not reflect approved GAIN funding. Districts that did not report GAIN ADA are omitted.

Source: Chancellor's Office 1989-90 Second Period CCFS-320 Apportionment Attendance Report.

APPENDIX A - TABLE 6

1989-90 FUNDED ADDITIONAL GAIN ADA BY DISTRICT
(LISTED ALPHABETICALLY AND RANKED BY TOTAL)

DISTRICT	FUNDED ADDITIONAL GAIN ADA * CREDIT	NONCREDIT	TOTAL
ALLAN HANCOCK	31.79	0	31.79
BUTTE	172.97	0	172.97
CABRILLO	2.92	0	2.92
CHAFFEY	6.62	33.06	39.68
FOOTHILL-DEANZA	114.14	0	114.14
GAVILAN	45.62	0	45.62
GROSSMONT-CUYAMACA	21.24	0	21.24
KERN	61.20	0	61.20
MERCED	183.46	67.88	251.34
MIRA COSTA	69.03	0	69.03
NAPA VALLEY	7.64	0	7.64
PALOMAR	11.40	0	11.40
SAN DIEGO	403.77	314.31	718.08
SAN JOAQUIN DELTA	1011.45	0	1011.45
SAN JOSE - EVERGREEN	183.15	0	183.15
SAN LUIS OBISPO	41.50	0	41.50
SANTA BARBARA	10.99	0	10.99
SHASTA	54.56	0.08	54.64
SISKIYOU	5.58	0	5.58
SONOMA	0	36.86	36.86
SOUTHWESTERN	81.53	0	81.53
STATE CENTER	314.80	0	314.80
VENTURA	100.00	0	100.00
VICTOR VALLEY	46.53	56.55	103.08
WEST VALLEY - MISSION	123.87	0.61	124.48
YOSEMITE	367.15	97.03	464.18
YUBA	242.30	31.11	273.41
STATEWIDE TOTAL	3715.21	637.49	4352.70

DISTRICT (RANKED)	FUNDED ADDITIONAL GAIN ADA * CREDIT	NONCREDIT	TOTAL
1. SAN JOAQUIN DELTA	1011.45	0	1011.45
2. SAN DIEGO	403.77	314.31	718.08
3. YOSEMITE	367.15	97.03	464.18
4. STATE CENTER	314.80	0	314.80
5. YUBA	242.30	31.11	273.41
6. MERCED	183.46	67.88	251.34
7. SAN JOSE - EVERGREEN	183.15	0	183.15
8. BUTTE	172.97	0	172.97
9. WEST VALLEY - MISSION	123.87	0.61	124.48
10. FOOTHILL-DEANZA	114.14	0	114.14
11. VICTOR VALLEY	46.53	56.55	103.08
12. VENTURA	100.00	0	100.00
13. SOUTHWESTERN	81.53	0	81.53
14. MIRA COSTA	69.03	0	69.03
15. KERN	61.20	0	61.20
16. SHASTA	54.56	0.08	54.64
17. GAVILAN	45.62	0	45.62
18. SAN LUIS OBISPO	41.50	0	41.50
19. CHAFFEY	6.62	33.06	39.68
20. SONOMA	0	36.86	36.86
21. ALLAN HANCOCK	31.79	0	31.79
22. GROSSMONT-CUYAMACA	21.24	0	21.24
23. PALOMAR	11.40	0	11.40
24. SANTA BARBARA	10.99	0	10.99
25. NAPA VALLEY	7.64	0	7.64
26. SISKIYOU	5.58	0	5.58
27. CABRILLO	2.92	0	2.92
STATEWIDE TOTAL	3715.21	637.49	4352.70

* Amount of GAIN ADA that is above Maintenance of Effort (MOE) and CAP, up to the level approved in the Additional GAIN ADA application.

Source: Chancellor's Office Second Period CCFS-320 Apportionment Report. Annual Report data were not available at publication time.

APPENDIX A - TABLE 7

GAIN Student Enrollment Compared to District Rank for
GAIN ADA Generated and Value of GAIN Contracts Funded

25 DISTRICTS WITH HIGHEST GAIN ENROLLMENT	TOTAL STUDENTS	PER CENT OF STDTS STATEWIDE	STATEWIDE RANK: TOTAL GAIN ADA[1]	REGULAR GAIN ADA[2]	ADDITIONAL GAIN ADA[3]	TOTAL GAIN CONTRACTS	JTPA "8%-50%" CONTRACTS	EXCESS COSTS CONTRACTS	GAIN SERVICES CONTRACTS
1 SAN DIEGO	1918	8.8%	1	1	2	2	2	2	1
2 YOSEMITE	1570	7.2%	3	11	3	31	13	*	*
3 LOS ANGELES	1422	6.5%	7	2	**	1	1	1	*
4 SAN JOAQUIN DELTA	1344	6.2%	2	5	1	16	6	*	*
5 YUBA	1269	5.8%	4	13	5	10	10	9	*
6 MERCED	945	4.3%	5	18	6	6	*	3	*
7 BUTTE	596	2.7%	11	14	8	17	17	*	9
8 VICTOR VALLEY	577	2.6%	22	19	11	30	12	*	*
9 SAN FRANCISCO	576	2.6%	26	12	**	4	4	6	*
10 GROSSMONT-CUYAMACA	574	2.6%	13	21	22	23	*	*	6
11 SAN JOSE	574	2.6%	9	8	7	19	*	7	*
12 STATE CENTER	546	2.5%	6	4	4	5	*	4	5
13 SONOMA CO. (SANTA ROSA)	542	2.5%	8	15	20	18	8	17	*
14 ALLAN HANCOCK	537	2.5%	27	22	21	8	3	16	*
15 SHASTA	535	2.5%	15	7	16	33	16	*	23
16 PALOMAR	514	2.4%	32	20	23	*	*	*	*
17 RANCHO SANTIAGO	475	2.2%	12	6	**	3	9	5	17
18 CHAFFEY	466	2.1%	34	24	19	48	*	25	*
19 SOUTHWESTERN	418	1.9%	17	10	13	15	*	*	3
20 HARTNELL	409	1.9%	35	23	**	25	7	*	*
21 MIRA COSTA	398	1.8%	28	25	14	11	15	13	11
22 KERN	393	1.8%	19	9	15	28	*	24	10
23 NORTH ORANGE COUNTY	361	1.7%	30	17	**	7	11	10	19
24 LOS RIOS	361	1.7%	14	3	**	38	*	*	18
25 FOOTHILL-DE ANZA	341	1.6%	18	16	10	13	*	8	13

* No contracts.

** No additional GAIN ADA at Period 2

1. Total units of ADA generated by GAIN students; does not reflect approved GAIN funding.
2. GAIN ADA generated that is (a) below the Maintenance of Effort (MOE) and CAP, or (b) above the MOE, but below CAP.
3. Amount of GAIN ADA that is above MOE and CAP, up to the level approved in the Additional GAIN ADA application process.

Source: Chancellor's Office GAIN Survey & 1989-90 Second Period CCFS-320 Apportionment Report. Annual Report data were not available at publication time.

APPENDIX B

Legislative Definitions of GAIN Services
(Excerpted from AB 2580)

Job Services

1. Job Club/Supervised Job Search

Consists of both of the following: Job search workshops which shall be group training sessions where participants learn various job finding skills, including training in basic job seeking skills, job development skills, job interviewing skills, understanding employer requirements and expectations, and how to enhance self-esteem, self-image, and confidence.

Supervised job search, which shall include, but not be limited to, access to phone banks in a clean and well-lighted place, job orders, direct referrals to employers, or other organized methods of seeking work which are overseen, reviewed, and criticized by a trained employment professional.

2. Unsupervised Job Search

Individual seeks work in his or her own way, and make periodic progress reports no less frequently than every two weeks to the county welfare department or the agency contracting with that department.

3. Job Placement

Referrals to jobs, including but not limited to, those listed by employers with the State Job Service.

4. Job Development

Active assistance in seeking employment provided to a participant by a trained employment professional on a one-to-one basis.

5. Employment Counselling

Counselling aimed at helping a person reach an informed decision on an appropriate employment goal.

Support Services

6. Transportation

Costs shall be paid for every participant to and from his or her job or training assignment.

7. Child Care

Paid child care shall be available to every participant with a child under 12 years of age who needs it in order to participate in the program component to which he or she is assigned.

8. Ancillary Expenses

Include the cost of books, tools, clothing, fees, and other necessary costs of a work or training assignment.

9. Personal Counselling

Participant who has personal or family problems that would affect the outcome of the employment plan shall receive necessary counselling or therapy to help him or her and his or her family adjust to his or her job or training assignment.

Education and Training Services

10. Initial Appraisal

Initial process supervised by the county welfare department (CWD) to collect information to determine appropriate participant contracts; includes registration, basic skills appraisal (educational agencies may conduct basic skills appraisal under contract to CWD) and referral to appropriate educational and support services.

11. Assessment; Employment Development Plan

A participant shall work with the county welfare department to initiate the development of an employment plan. In developing the employment plan pursuant to this subdivision, the county and the participant shall develop an assessment of the skills and needs of the participant, which shall include at least all of the following:

(a) The participant's work history, including an inventory of his or her employment skills, knowledge, and abilities.

(b) The participant's educational history and present educational competency level.

(c) The participant's need for supportive services in order to obtain the greatest benefit from employment and training services.

(d) The employment goals of the participant, and an evaluation of the chances for the achievement of these goals given the current potential skills of the participant and the local labor market conditions.

(e) A goal to be attained upon completion of the program, including the period of time it will take to achieve this goal, and the resources available under this program for the attainment of the goal. This assessment shall be done by a person qualified by education or experience to provide counselling, guidance, assessment, or career planning.

12. Adult basic education (ABE), GED

Pre-employment basic education, including reading, writing and arithmetic necessary for employment or job training, including high school proficiency.

13. English as a Second Language (ESL)

Instruction in English for non-English speaking participants.

14. Vocational English as a Second Language (VESL)

Intensive instruction in English for non-English speaking participants, coordinated with specific job training.

15. Job Training (Short Term)

Training in employer-specific job skills in a classroom or on-site setting.

16. Community College (Vocational) Education

Community college education that provides sufficient employment skills training that can reasonably be expected to lead to employment.

17. On-the-Job Training

Subsidized employment in which a participant receives job skills training from an employer on an actual job; can be subsidized via grant diversion (See Item 19).

18. Pre-Employment Preparation (Short and Long Term)

Non-salaried work for a public or non-profit agency that provides the participant with either of the following:

(a) Basic pre-employment preparation, which shall provide work behavior skills and a reference for future unsubsidized employment.

(b) Advanced pre-employment preparation, which shall provide on-the-job enhancement of existing participant skills in a position related to a participant's experience, training, or education.

A short-term pre-employment preparation assignment shall be for not longer than three months.

A long-term pre-employment preparation assignment shall not exceed one year.

19. Grant Diversion (Subsidize Supported Work or Transitional Employment)

"Grant diversion" subsidizes supported work, transitional employment, or on-the-job training. The recipient's cash grant, or a portion thereof, or the welfare grant savings from employment, is diverted to the employer as a wage subsidy.

"Supported Work" is a transitional work experience program in which an intermediary service provider offers intensive basic training for long-term recipients with little or no employment history or marketable skills.

"Transitional Employment" is training and/or employment in a work setting arranged for and/or provided by an intermediary service provider that offers training and experience for participants who have some marketable skills or a history or employment.

Course Type Definitions for Survey Question 10

1. Open-Entry, Open-Exit

Participants can enter a program upon referral and can exit upon demonstrating the competencies they were to attain.

2. Competency-Based Curriculum

Instruction organized into a performance based process which prepares students to master identified basic, life, and work skills.

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